DOCUMENT RESUME

ED 235 772 IR 010 837

AUTHOR Worth, Vincent
TITLE Empire State College/State University of New York Center for Distance Learning. A Case Study. DERG Papers Number 7.
INSTITUTION Open Univ., Walton, Bletchley (England). Distance Education Research Group.
PUB DATE Nov 82
NOTE 53p.
AVAILABLE FROM Distance Education Research Group, The Open University, Walton Hall (Room 229, M Block), Milton Keynes, MK7 6AA, England. (2.00 British pounds postpaid).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Case Studies; College Faculty; *Curriculum Development; Delivery Systems; *Distance Education; *Educational Planning; Higher Education; Instructional Innovation; Material Development; *Student Characteristics; Student Organizations; *Student Personnel Services
IDENTIFIERS *Center for Distance Learning NY; New York; State University of New York Empire State College

ABSTRACT

This case study describes the Center for Distance Learning (CDL) from the viewpoint of a visitor from the Open University in Great Britain who served as CDL director during 1980/1981. The area, population, economy. and communications of New York State are profiled, as well as the structure of its educational system, including higher education. Origins of the CDL are discussed as it evolved within the context of Empire State College, which was founded in 1971 to provide new educational opportunities for New York residents and to make higher education available to a wider, more diverse student population by using alternative, innovative instructional methods. Additional sections provide information on the students, faculty, academic programs (degree-program planning and curriculum/courses), course design and production, delivery system, student support services, evaluation, student administration and progress, organization and decision making, and cost structure. Conclusions note the increasing number of CDL students and discuss some additional staff problems. Included are an 18-item reference list, Empire State College location map, CDL headcount and full time equivalent enrollment data, and sample student forms. (LMM)

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DERG Papers

Number 7

EMPIRE STATE COLLEGE/STATE UNIVERSITY OF NEW YORK

CENTER FOR DISTANCE LEARNING

A CASE STUDY

by

Vincent Worth

The Open University
Distance Education Research Group

November 1982

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ACKNOWLEDGEMENTS

Much of the material that makes up this study derives from my experience as Visiting Associate Director, subsequently Visiting Director, of the Center for Distance Learning, Empire State College/SUNY during 1980 and 1981, on reassignment from the Open University. I wish to express my gratitude to the faculty and staff of the Center, first of all, for their commitment to the principles and practice of distance education; secondly, for the professionalism and good sense they brought to Center activities; and finally, for their willingness to explore and contribute ideas that underlie the present study.

Vincent Worth
October 1982

EMPIRE STATE COLLEGE/CENTER FOR DISTANCE LEARNING, NEW YORK:
A CASE STUDY

1. STATE PROFILE

New York is one of the fifty states making up the U.S.A.

Area 49,576 square miles of which 1,745 square miles are water.

New York has a diverse topography. A narrow band of fertile lake plain skirts Lake Erie and Ontario. Much of the rest of the State lies in the Appalachian Highland Plateau, which becomes more rugged as it goes south and east. The circular Adirondack Mountain region in the northeast is the outstanding feature. The highest part of the plateau is the Catskills, in the south-east.

The principal rivers include the St. Lawrence, the Hudson and the Mohawk. The St. Lawrence, part of the St. Lawrence-Great Lakes Waterway, is dotted with the Thousand Islands. New York's own river, however, is the Hudson, which starts in the eastern Adirondacks; it is commercially navigable as far north as Albany. From its source in the western Adirondacks, the Mohawk curves south and east to join the Hudson at Troy.

Lake Champlain, which New York shares with Vermont, and Lake George, mark the eastern rim of the Adirondacks. Lakes Erie and Ontario play an important role in the climate of the state. They temper summer heat; in winter they supply the moisture that produces an abundance of snow.

Population

17,557,288 (1980 Census), decline of 3.8% from the 1970 Census figure.

Made up of nearly 14 million white, nearly 2½ million black, over 1½ million of Hispanic origin, 310.5 thousand Asian and Pacific Islanders, nearly 39 thousand American Indian and Eskimos. Over 7 million live in New York City; other large population centres include Buffalo, Rochester, Yonkers, Syracuse and Albany (in ranked descent). All these urban areas have experienced population loss in the last decade. New York State shares in the national trend of rural growth outstripping urban growth for the first time since the 1820 Census.

Economy

Almost all the types of manufacturing industries listed by the U.S. Bureau of the Census can be found in New York State. It leads the country in garment-manufacture, printing and publishing, instruments and leather goods. Electrical and photographic equipment, and primary and fabricated metals, are also important. Besides being the largest industrial centre, New York City is the financial capital of the Nation. A large part of the dollar value of American imports and exports is handled through the Port of New York. New York is among the leading states in the production of vegetables and fruit, and in dairy produce. More than 136,000 acres are in orchard and vineyard, western New York yielding fine wines and champagnes. Fishing and mineral extraction are important sectors of the economy. In September 1982, the unemployment rate was 8.5% and rising.

Communications

Roads: 100,000 miles including 14,000 miles of State highways.

Vehicles: The car is the normal form of transport with the multi-car household common. Mass transit and bus lines facilitate travel in urban areas.

Railways: Main lines link New York City north to Montreal and west to Buffalo. Railroads, while important, continue to decline in competition with state and nationwide bus lines.

Air: The State has some 400 airports, with airlines connecting the various cities; John F. Kennedy International is one of the world's largest airports.

Telephone: It would be rare to find a household without a telephone.

Broadcasting: New York State has national leadership in radio and TV. Extensive coverage is provided by over 250 radio stations, and well over 30 TV stations, including 11 Public Broadcasting System (non-commercial) stations. A delivery system of 125 cable companies continues to expand.

Newspapers: 80 newspapers including the internationally known *New York Times* and *Wall Street Journal*. Many of the nation's most influential magazines are published in New York.

2. EDUCATIONAL PROFILE

Structure

The State Department of Education administers State policy, and appoints teachers and school administrators. Elected local and city boards have day to day responsibility for public education. All elementary and secondary schools are organized into school districts.

Many pre-school educational opportunities exist, usually in the form of private nurseries. Elementary school, grades 1 - 6, begins at age 6. Secondary schooling (grades 7 - 12) is usually divided into junior high (grades 7 - 9) and senior high (10 - 12) though junior and senior are sometimes combined. In high school, students may elect to pursue commercial, vocational, or academic programmes. Compulsory school age is 6 - 16 and some pupils can leave at 16. Most students continue until they are 18 and receive a high school diploma.

Higher Education

New York State contains the largest and the third largest universities in the Nation. The State University of New York is the largest* and includes four university centers, two medical centers, twelve colleges of arts and sciences, five specialized colleges, six two-year agricultural and technical colleges and thirty locally sponsored community (two-year) colleges. The City University of New York is the largest municipal and the third largest American university. The State also contains 137 independent, private colleges and universities including Columbia, New York University, Fordham, and Vassar.

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*SUNY is the largest US university because it combines university centers and university colleges. In California, these are separately governed; if combined they would considerably exceed SUNY in size.

3. EMPIRE STATE COLLEGE/CENTER FOR DISTANCE LEARNING

Origins

The subject of this present monograph, the Center for Distance Learning, evolved as a particular programme within the context of its mother institution, Empire State College, so that some knowledge of the history and operations of the latter is necessary to understand the former.

Empire State College was founded in 1971 to provide new educational opportunities for the people of New York and thus fulfil one of the missions of the State University in making higher education available to a wider and more diverse student population by using alternative, innovative modes of teaching and learning. The College mission represented one answer to the kinds of questions that had been addressed to post-secondary education in the 60's: questions of growth, questions of curricular rigidity and structural uniformity, questions of "relevance" and of education suited to the needs of adult students. Since 1971, over 8500 students have been graduated and about 5000 are presently enrolled. Students have come from all 62 counties in New York State and from nineteen other states in the Union. The College "campus", therefore, embraces New York State and beyond. Students relate to the College through regional learning centers in the major metropolitan areas (Buffalo, Rochester, Lower Hudson, New York City, Long Island) and in more rural areas across the State. (See Appendix A for map showing location of Centers.) Empire State was the first, non-traditional higher education institution to receive full recognition by a regional accrediting association (The Middle States Association of Colleges and Secondary Schools), in 1974. In 1979, the College was granted a 10-year reaccreditation by the Middle States Association.

The College's academic programme is based on three principles: "1) that effective learning derives from the purposes and needs important to the individual, 2) that learning occurs

in varied ways and places, and 3) that styles of learning and of teaching may differ significantly from person to person and from one setting to another." (Lehmann 1980: 3). These three principles have been translated into three distinctive dimensions of the College's academic operations: an individualized, degree-programme planning activity, a systematic evaluation of prior learning, and an instructional system based on learning contracts, that together constitute an individualized but coherent progression to graduation.

The learning contract is one form of a particular instructional mode - independent study. Although class-based and group study remain available options within some programmes, independent study is the primary mode of instruction at the College, organized through the learning contract, a specific, negotiated plan of study, covering a particular period of time, yielding a fixed number of credits, and including specification of resources and an agreed mode of evaluation. Students complete contracts through assignment to a mentor, who helps the student plan and coordinate modes of study, provides instruction within his own field of expertise (and hires tutors from other institutions or from the community for other areas), and generally guides and evaluates the quality of students' academic work to achieve a completed degree programme.

The College has, however, always recognized other, equally valid forms of independent study. It has continued to exercise administrative responsibility for the SUNY Independent Study Programme, making the course materials available to students on other campuses and to services personnel. The Center is now beginning to revitalize the programme by incorporating CDL courses within it, based on a flexible, "open" time frame and making use of the knowledge and skills that CDL distance-learning tutors have developed during their work for the Center. Between 1972 - 76, development faculty produced a series of learning modules, "guided tours" through

an extensive range of areas of knowledge as a flexible resource to construct learning contracts. A Learning Resources Information Center (1976 - 78) produced materials including library, audio-visual and other resources for faculty and students, and a Center for Independent Study (1978 - 79) was instituted to administer courses adapted from those of the British Open University and elsewhere.

British Open University courses played an important role in the genesis of the Center for Independent Study and subsequently the Center for Distance Learning. The justification for using OU materials has been argued by a number of American educators and this is not the place to rehearse those arguments in detail. (See, for example, Taylor 1978, Change Magazine 1978.) They usually focus on the high quality of the materials, their "relevance" and appropriateness to American college curricula, and the economic benefits of having to incur only the marginal costs of heavy (UK) production expenditure. In other words, why re-invent the wheel? Beginning in 1976, the College developed a series of conferences and meetings with the OU North American office on the feasibility of using OU study materials. Several courses were tested by College mentors and a comprehensive evaluation carried out by the College's Office of Research and Evaluation. As a result, it was decided to develop this programme further and adapt courses to better fit patterns of American higher education. In 1977, an Empire State course team, including a seconded member of the OU Social Sciences Faculty, developed two courses from the OU Foundation Course in Social Sciences and one from the Foundation Course in Technology, each of four credits. One course, made available to a group of municipal employees in New York City, was co-managed by WNET/Channel 13. Again, these developments were extensively evaluated.

Underlying these "new directions" was an important educational principle that the British Open University had shown to be valid and which was confirmed by the experience with the adapted courses- that effective, high-quality learning could take place at a distance from the college campus and teacher. It had long been evident in Empire State that there were students who could not or preferred not to attend classes, and/or desired more structure than the learning contract mode provided. These included persons whose work required frequent travel, whose family responsibilities made time- and place-bound programmes difficult to pursue, or who were physically or geographically unable to relate to a learning center.

Empire State announced the formation of the Center for Distance Learning (CDL) in Spring 1979, to be based in the ESC Coordinating Center at Saratoga Springs, New York. As the pattern of its evolution shows, CDL represented a more structured, degree-programme based approach to independent study that had roots in the earliest days of the College. "In a fundamental sense, Empire State College has been working for many years on a more course-based academic program and corresponding delivery system that would take its place alongside the contract model. CDL represents the most recent form of an evolutionary process of seeing students through a learning-at-a-distance program" (Lehmann 1981:1).

The Center was established with two student populations in mind. First, the Center was expected to offer full degree programmes through a structured curriculum to those who, by preference or necessity, were able to undertake distance learning. The Center was also expected to provide an additional resource for "conventional" ESC students in the College's regional centers so that, by cross-registration, they could include specific courses in their individual degree programmes. Because CDL can handle numbers of students beyond the normal

faculty:student ratio, a significant reduction in mentor workload across the College could be achieved. At present, course registrations divide almost equally between students cross-registered from the regional centers and its own matriculated and special students. The last category comprises a small number of students who wish to study a particular course or courses but do not plan to earn an ESC degree.

In 1981, CDL was incorporated into one of the other learning centers, the Center for Statewide Programs, in order to streamline College administration and to establish a range of options within the enlarged Statewide Center. Presently, four study options exist: the conventional College mode in Statewide learning units; residency programmes (two 11-day residencies and supervised independent study); the Public Affairs Center, which works closely with NY government and public service agencies to provide professional preparation and liberal arts studies; and the Center for Distance Learning.

The Center for Distance Learning, then, forms part of a rich, non-traditional educational history. Its innovative mode of distance education is in keeping with the pioneering spirit of its parent College; its mission, while expressed in a distinctive manner, reflects the mission of the whole College is providing new and diverse educational opportunities of a high quality to a variety of adult students. That these opportunities are being taken advantage of is evidenced by the continuing increase in the number of students, reaching 630 by spring 1982.

The Students

The following data are derived from the Student Biographical Inventory administered between 1974 and 1982, representing the responses of 5000 Empire State College students. No separate data on CDL students have been assembled, but it

seems safe to assume a correspondence between their characteristics and those of the larger College sample.

The average student age was 37, with two-thirds of students aged between 30 and 50, the overall range being 17 - 79. 60% of the students were women. 67% of all ESC students were married but a smaller proportion of women (62%) than men (73%) were married. White students made up 87% of the students, with 10% black and 3% Hispanic or other minority group. 71% were studying part-time, 29% full-time equivalent. 38% of the students' spouses had a baccalaureate or higher; almost three-quarters of students' fathers and just over three-quarters of students' mothers held a high school diploma or less. 78% of the students had either a professional (12%) or middle-level white collar job (66%); 12% were blue collar workers. In 1979, the average income was $17,466; 37% reported an income of over $20,000 while 26% had an income of less than $7,000.

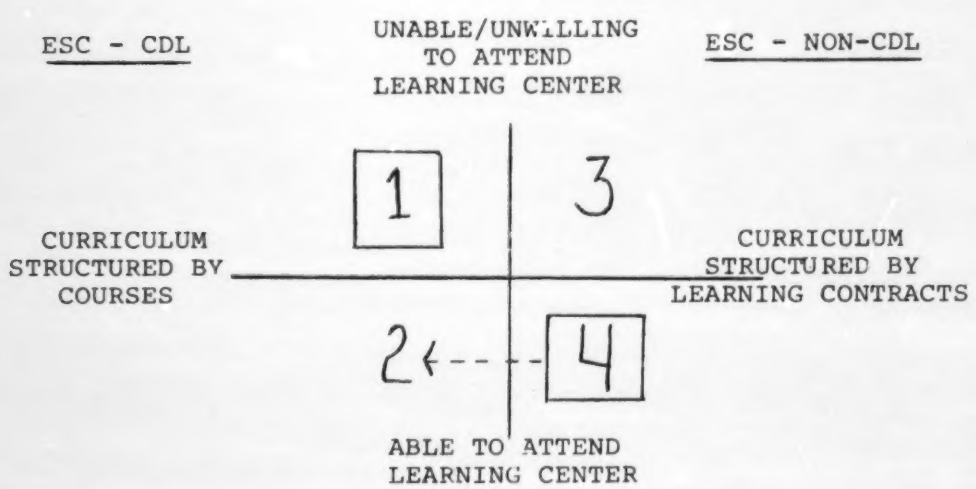
The goals that students felt most important were: simply to learn (68%), to improve their professional status (64%) and to attain specific skills useful on the job (58%). The three principal reasons students cited for choosing the College were: the independence (82%), their ability to work and study (71%), and the credit awarded for prior learning (63%). Almost 80% of the students rated themselves as above average in independence; over half said their intellectual self-confidence and academic ability were above average. Over a third (38%) intended to take Business Studies; Human Services was the next most popular choice; Science, Mathematics and Technology, as a single area of study, followed; and then the Arts.

In one particular programme that the Center for Distance Learning administers, the students do not correspond to the College profile, i.e. those students taking the Fire Service Administration concentration where, as one might expect, the students are almost entirely male, employed in the Fire

Service and related occupations, and concerned primarily with advancement within those occupations. Since the Center acts as the coordinating unit in the north-east for the Open Learning Fire Service Program, its students are drawn from eastern Canada, Pennsylvania and all the New England States, in addition to New York.

The CDL Programme has continued to attract students of the two main types identified above: its own matriculated and special students, and those cross-registered from other centers in the College. During 1981 -82 terms, the Center has exceeded the FTE (full-time equivalent student status) targets set for it by the College. Appendix B shows these trends.

While rapid growth of this kind has reduced the need for CDL to expend great energy on searching for new students, except for distinctive programmes like Fire Service Administration and cable-delivered TV courses, the problem of who should constitute the "real" CDL clientele remains from its earliest days (Lehmann 1981: 12). Students attracted to the kinds of non-traditional programmes offered by Empire State College can be broadly classified along two dimensions - curricular and locational - as in the following:



CELL 1 Contains the typical Empire State College/CDL student who wishes to build up a degree programme principally through courses, and to study entirely at a distance.

CELL 4 Contains the typical Empire State College/non-CDL student, able and willing to attend a learning center to build up a degree program through contracts negotiated with a mentor.

CELL 2 Contains mainly students cross-registered (dotted arrow) for a term or more with CDL to take course(s) that will fit into an otherwise non-CDL programme. Such students come principally from College learning centers or from programmes like the NY Regents' External Degree.

CELL 3 Contains very few students. It was originally intended that each CDL faculty member should operate as a mentor, on a small scale, guiding about 5 - 10 students through learning-contract based degree programmes. This proved impracticable and was abandoned, though CDL students occasionally take one or two credits as a contract to complete their degree programmes.

In spite of the patterns into which the different student constituencies have evolved, identification of target groups remains elusive and would pose some difficulties if current enrolment declined. A principal feature of CDL students is their inability or unwillingness to attend a learning center, yet because Empire State College has always stressed "access" as a central plank in its mission, there seems no reason in principle to distinguish CDL from other ESC students in this way; in practice, CDL has developed a delivery system better able to handle students of this kind. The other distinctive feature - preference for a programme based

on courses rather than contracts - is clearly important to the student but comes to the surface only after a potential student has been attracted by the College programme in the first place. The 1981 reorganization that brought CDL into the Statewide Center and its range of options recognized this: yet the issue of the identity of the "real" CDL student remains and consequently the problem of the kind of enrolment strategy that might need to be adopted persists.

The Faculty

The Center is staffed by a relatively small number of faculty, given the increasingly large number of students who have to be served. The Director has overall responsibility for operations and development. The Tutor Coordinator oversees the administrative duties of the part-time tutors, their orientation and development, and assembles course completion and other data necessary for future planning. The Associate for Assessment and Program Administration controls all the procedures relating to students' orientation and progress through the Centre programmes, including their record files, and has developed an assessment (of prior learning) and degree-programme planning course unique to the Center. The rest of the faculty act as Area Coordinators within particular sections of the curriculum: Business (2), Human Services (1), Interdisciplinary Studies (1), Maths/Science/Technology (1), and Liberal Studies (2). These include three additional faculty added to the Center in September 1982. Area Coordinators are responsible for programme planning and development (course development, evaluation of resources, liaison with academic and professional bodies, service on academic committees), and for programme operations, in particular the selection and academic supervision of part-time tutorial staff; they also periodically act as course tutors. Part-time course tutors are employed, on a maximum ratio of 1:30 students, as the need arises; to meet demand the Center sometimes has to appoint two or three tutors within the same course. All Center faculty tutor courses from time to time within their own specialisms to serve as academic acvisors to matriculated students. The Center's operations are supported by a shared Office Manager and 2.5 secretarial staff.

Academic Programmes

Empire State is the only SUNY College to offer both associate (two-year) and bachelor (four-year) degrees. Within these degrees, students can pursue a concentration in any of eleven areas of study. As part of the College, the Center offers these same degrees but in a fewer number of areas of study, namely: Business, Management and Economics; Community and Human Services; and Interdisciplinary Studies. In the Business area, a concentration in Fire Service Administration is available. Courses in liberal studies ("general learnings") enable students to design a degree that meets State and College requirements about the structure of their degree.

It was pointed out above that the College pursues its mission to students in three distinctive ways: degree-programme planning, evaluation of prior learning, and an instructional system based on learning contracts. Only on the last of these does the Center differ from the rest of the College since it has replaced that system by one based on a curriculum made up of building-block courses. Learning contracts are employed minimally, usually to enable students to gain the one or two credits needed to complete a degree programme.

The degree* programme represents the meeting point of a number of perspectives. It expresses the aims and aspirations of the student composing it in negotiation with a faculty member, who articulates the worthwhileness of particular kinds and ways of knowing, perceptions of the needs of the student, and requirements of the institution he stands for. The programme has a content (of courses) and an organization of knowledge and skills (its principles of coherence) that bring together specific objectives and general aims.

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*Degrees available through the CDL programme are: Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Professional Studies (BPS), Associate in Arts (AA), and Associate in Science (AS), and can be taken to include concentrations, as follows:

Concentration	Degrees Available				
Business/Management/Economics		AS		BS	BPS
Fire Service Administration				BS	BPS
Community and Human Services	AA	AS	BA	BS	BPS
Interdisciplinary Studies	AA		BA		

The following chart shows the different combinations of credit requirements that have to be observed in order to graduate through ESC/CDL:

DEGREE	TOTAL CREDITS REQUIRED	MAXIMUM ADVANCED STANDING	*LIBERAL STUDIES REQUIRED	CONCENTRATION CREDIT REQUIRED	***UPPER LEVEL CREDITS REQUIRED
BA	128	96	96	24 - 36	45 (with 24 in concentration)
BS	128	96	64	24 - 36	45 (with 24 in concentration)
BPS	128	96	32	24 - 36	45 (with 24 in concentration)
AA	64	40	48	**	-
AS	64	40	32	**	-

Since any student's career through the Center can be tracked through his planned degree programme and the courses through which that programme is actualized and completed, it makes sense to analyse academic programmes along those two dimensions: degree programme planning and curriculum/courses.

Degree-programme planning

Since its inception the College has demonstrated its innovative practices in individualized degree-programme planning and in the systematic recognition of college-level prior learning, in whatever way that learning was formally or informally achieved. Because of the structured, less individualized

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* Liberal studies refers to studies which offer generalized knowledge and relatively non-specialized skills, as opposed to specialized knowledge as preparation for a specific occupation or profession.

**There is no concentration requirement for the AA and AS degrees.

***Lower level is equivalent to freshman/sophomore (1st and 2nd years), upper to junior/senior (3rd and 4th years) in conventional university usage.

nature of the CDL project, degree-programme planning has evolved in a particular way. While individualization of the degree programme has been retained, the mode by which non-transcripted prior learning is validated is through standardized, nationwide examination systems. Many standardized tests, frequently administered throughout the country, offer students the opportunity to earn credit for non-transcripted learning that they feel is college-level and applicable to their degree. Such tests include the College-Level Examination Program, the College Proficiency Examination Program, the Advanced Placement examinations, the Regents' External Degree tests, and others. In addition, exemption from upper-level CDL courses may be possible by means of evaluative procedures developed by the faculty, including invigilated (proctored) examinations, or telephone discussions. Generic evaluations have been carried out by Center faculty and others on a range of firefighters' courses taken at the New York Fire Academy, and by the American Council on Education (ACE) staff on National Fire Academy courses so that students with proof of successful completion can request advanced standing. Many other occupational qualifications have been similarly evaluated by ACE and can be applied to degree programmes in the form of advanced standing.

CDL students are strongly advised to undertake degree-programme planning after they have been enrolled for one term. This they do by taking a four-credit course, with its own study guide and texts. The course is made up of two concurrent interrelated activities: preparing a degree-programme plan, and writing an essay in liberal studies in the context of the student's chosen concentration. The purpose of the course is to identify educational goals, gain a knowledge of College/CDL rules and requirements, and develop a more reflective, critical perspective through exploring liberal studies. Depending on the quality of the student's work, the course may be taken at lower or upper level. Evaluation of the student's achievement is based on telephone discussions with the tutor* and written work submitted.

*At present, and almost certainly in the near future, one of the full-time CDL faculty acts as course tutor since extensive knowledge of College regulations and practices is necessary to guide students through their planning.

Students begin the course by taking a self-assessment test designed to identify strengths and weaknesses in English composition. Test results and discussions with the tutor form the basis for developing the written paper in the liberal arts area. Topics for papers can vary widely between, say, applying historical insights to one's occupation or exploring the "liberal" aspects of Business Studies. Prior learning is also identified in the form of transcripts from previous study, examinations, and acceptable training programmes so that the extent of advanced standing can be established. The maximum College advanced standing is 96 credits, i.e., three-quarters of the total needed to graduate. This documentation is submitted in the form of a "portfolio" (degree programme, documentary evidence and liberal studies paper) to a Center review committee and then to the College Office of Program Review and Assessment, which ensures that the portfolio meets College and State requirements. Portfolios may be returned for revision before approval is given. A degree programme is shown as Appendix C.

In addition to the course tutor, who guides students through the materials, the student's advisor (one of the full-time faculty) plays an important role in informally reviewing course work, and being responsible for the proper submission of the portfolio.

Curriculum/Courses

The CDL curriculum consists of sets of courses within four concentrations, as well as a range of courses in general studies. Concentration programmes are CDL expressions of College curricular guidelines which have been established by each Area of Study Group - College faculty sharing academic background and interests. CDL programmes remain under review and contine to evolve as the Center develops.

Each concentration programme begins with a statement outlining aims, philosophy and where appropriate, different ways ("liberal" and "vocational") of using the courses, followed by a review of each type of degree within the programme.

Present concentrations are in Business Studies, Human Services, Interdisciplinary Studies, and a special concentration within Business Studies in Fire Service Administration. Courses for this last programme have been (and are being) produced by the Open Learning Fire Service Program, based in Washington, D.C. with CDL administering their delivery to students in the north-east states. Other programmes conform broadly to those one would find in other colleges in terms of the courses that make them up, though because few prepared courses in Business or Human Services were available from outside sources, like the Open University, most of the materials had to be developed within the Center. The Interdisciplinary programme is in process of development and is to be centered on studies in "technology and values", that will provide a liberal arts framework for the technical expertise that many students bring to the College.

Almost all courses were of 8-credits* length in the earlier years but now many 4-credit courses exist, including all those in Business Studies. Some 3-credit tele- and other courses are also available. Each course consists of books and other readings, a study guide, including assignments, and perhaps audio or TV components. As well as 3-credit telecourses, 8-credit TV-assisted courses have become available from the National University Consortium, an organization, based on the University of Maryland campus, of member colleges around the country that use centrally produced distance-learning courses, mainly adaptations of Open University materials.

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*A credit represents around 40 or more hours of study: full-time study means taking one credit per week, sixteen during any one term.

In order to provide a full range of courses, a number of liberal studies ("general learnings") are offered, including literature, history, writing skills, as well as inter-disciplinary courses in Greek culture, the Renaissance, Religion and the Social Sciences. Students may also select certain courses from concentrations other than their own to fulfil liberal studies requirements. Concentrations are presented in a two-year cycle (See Appendix D).

Course design and production

The paradigm for course design in CDL has always been the British Open University course. A number of courses on offer each term are based on OU materials, either adapted at the Center or available through the National University Consortium. Some OU courses have lent themselves readily to adaptation, needing little additional Center-produced materials. Others, like the D101 Social Sciences Foundation Course, proved more difficult though experience gained in working on this course at various points in 1977 - 79 proved invaluable in subsequent work. Adaptation, in essence, involves a small faculty team in selecting out sections of an OU course, deciding on accompanying reading material and writing a study guide that enables the student to navigate the course, at the same time giving the materials a new coherence. Because of the constraints of relatively low resources and the need to develop a range of courses quickly, Center faculty have not been able to follow the British Open University experience of mobilizing extensive course teams over a long period of time. The positive aspects of small course-team production have, however, been in evidence - rapid course preparation, greater administrative flexibility, ease of maintenance and remediation, relative cheapness, and others. (See discussion of one-person and small course teams in articles by Stanford, Batten, and Stringer, 1980).

OU materials have been principally employed in the Liberal Arts-Interdisciplinary Studies areas while student demand has been most evident in Business and Human Services. Consequently, Center courses in these latter areas have had to be home-produced. Many of the well-known texts, that faculty have used elsewhere, are written, implicitly at least, with the classroom in mind so that few of them are suitable, on their own, for independent study. Faculty have, therefore, had to search carefully for books and compose accompanying study guides appropriate to distance learning.

The typical course/study guide includes the following: an introduction, containing standard procedural information and an overview of the course structure including goals, objectives and evaluative criteria. A course calendar then gives the student a time frame so that reading and assignment work can be paced. The main body of the guide follows and includes commentary on various texts and materials, a thematic discussion of content and concepts, a fuller development of assignments in their context, and other suggestions on possible problem areas. If a project is to be included then full notes are supplied. Finally, supplementary readings and bibliography round off the guide.

Faculty are concerned to produce materials of the highest quality for the distance-learner. To achieve this goal, they are involved in addressing the following kinds of questions to the guides they write. Is it clear what the whole course is for: what am I, as a student, supposed to gain by successful completion? Is the sequencing of materials a) the most appropriate, b) easy to navigate? Is there an emphasis on clarity and explicitness in instructions, advice, explanations, questions, assignment topics? Are there sufficient self-testing progress-measuring activities? Are the materials attractively designed, visually stimulating?

Is there a means of pacing work, some kind of "achievement calendar"? Is the mode of evaluation appropriate: for example, are bibliographical demands made that students cannot meet; do assignments address the central issues of the course? Have senses other than seeing (reading) been brought into play; what use is/can be made of audio/video material? Is the study guide adequately structured and detailed? (Adapted from Worth 1981).

Courses go through a process of faculty review at each stage of production. They emerge first as titles, in the formal and informal discussions among CDL faculty, as expressions of a coherent curriculum. The development of each outline into a course is undertaken by Center area coordinators, who select books and write study guides using other faculty as a contributing-reading team. An important reference group during this process is the particular area of study group of College-wide faculty, whose advice and guidance on course matters is sought and given due weight. The final course package is reviewed by a sub-group consisting of two non-CDL College faculty and one from outside Empire State. They are asked to review the course along a number of dimensions: suitability of materials for the objectives of distance learning, level of learning, credit value, appropriateness of learning activities, and of evaluation criteria.

Courses produced by National University Consortium faculty and by the Open Learning Fire Service Program are similarly evaluated by area of study subgroups. Both types are again modelled on (and in the NUC mainly drawn from) Open University materials. The Center is in process of adapting its second OU course, since it joined the NUC in late 1981, on behalf of that Consortium. Accounting course materials, written by a CDL faculty member, are in process of national publication by a commerical publisher.

Course maintenance figures as an important aspect of Center activity, especially in enhancing the quality of course materials. On the basis of feedback from tutors and students, and with a word-processing facility, changes can be made relatively easily in course guides. With CDL faculty teaching a number of their own courses, problems can often be identified at first hand.

Delivery System

CDL courses are designed for the distance-learner and depend on instructional and administrative modes capable of sustaining and developing the academic programme. One way of appreciating the CDL delivery system is to set it in the context f the specific steps involved in getting each term underway. The following list is adapted from Lehmann (1981: 17-18).

Course offerings for a given term identified.

Course materials identified; advance copies ordered for course review groups.

Course receives group's complete reviews in consultation with CDL area coordinators.

Advertisements for tutors and deadline for applications set.

Tutor applicants interviewed and selections made.

Book orders prepared. (The College has its own Distribution Center with both printing and book ordering/distributing facilities.)

Course descriptions prepared and assignments completed, proofread and sent to print shop.

Course description booklets prepared and sent to print shop. (See Appendix E.)

Course book list and other materials for students prepared and sent to print shop.

Course description booklets mailed to learning centers (for cross-registration purposes). Registration forms sent to all students.

New students sent letter of welcome, orientation package, course descriptions and a copy of policy on satisfactory academic progress.

Students cross-registered by ESC mentors in writing.

Tutors receive course material.

Tutor orientation held.

Continuing students sent letters of welcome, course book list and educational materials order form.

Tutors receive student course lists.

File for each student prepared, identifying course taken, enrolment status, tutor and advisor assigned.

Students receive appropriate course materials from Distribution Center.

Courses begin.

Team ends sixteen weeks later; tutor evaluations of students' work prepared.

These steps, ranging over a period of about seven to eight months, constitute the administrative essentials of the delivery system that must take place in a timed, sequential fashion for distance-learning to work. Proper course planning, carefully established lead-times and monitoring of each step must be conducted. The Director assumes this monitoring responsibility. The system works well in spite of occasional delay in the initial publication of new books.

Each student is assigned to a tutor, who may be part-time or a member of the Center faculty, and who communicates with his/her students by letter and telephone. Students with telephone numbers outside New York State are required to pay for the cost of telephone calls, with the exception of Fire Service Administration students. There are no classes nor meetings between students and faculty, though a weekend seminar was held at Lake George, New York, in the winter to bring together Fire Service Administration students; this promises to be an annual event. (The role of the tutor is further discussed in the section on Student Support Services.)

While some courses have experimented successfully with audio cassettes as learning resources, television has played a less salient role than was earlier anticipated. Telecourses, which make heavy use of televised material (approximately ten half-hour programmes per credit), supported by print materials and tutorial contact, have played some part in the developing Center. Where programmes could be received locally, by PBS station transmission, they have been popular. In 1981, CDL joined the National University Consortium, which adapts or produces TV-assisted distance-learning courses. (TV-assisted courses are more print-intensive than telecourses and use TV-programming primarily for illustration and pacing.) Most of the courses currently available are adapted from British Open University courses. During 1981 - 2, CDL has also made use of several telecourses transmitted through cable-TV from the Appalachian Community Service Network. These are available in those areas of the State where the local cable company receives the ACSN signal. Enrolments on these courses have been fewer than expected, in spite of the promotional efforts of the Office of College Information, because of the limited availability of the cable signal and probably because most subscribers choose cable for movies and sports rather than for "education".

From its beginning, the Center has been committed to the aim of reaching those who are especially disadvantaged. Prison inmates have always been represented in CDL's student population, usually as individuals working alone. A new programme has been established for inmates at Raybrook Prison in which administrative arrangements that students share, like orientation, can be conducted by a visiting faculty member. The Office of Vocational Rehabilitation, which assists the physically and mentally handicapped in re-entering the job market, indicated that the CDL programme seems especially suited to the needs of their clients and of some of their office personnel, and a promotional videotape for use in their regional offices has been produced.

Student Support Services

A wide range of administrative and educational resources are made available to support the entry and continuing progress of CDL students. The admission process is designed to encourage self-awareness and self-selection in that the application form contains spaces requiring applicants to describe their goals, interests and background, and to reflect on the suitability to them of the College Program. They are led to consider whether they have the motivation and self-discipline necessary to succeed. The detailed information and ideas thereby provided give advisors a productive starting point from which to develop an academic-counselling relationship.

After submitting their application form and being found to be admissible, students are sent an orientation package and are required to return a signed Orientation Statement, which affirms they have read and understood the materials within. Non-CDL students, around the College, are expected to attend an orientation meeting at their local Center. In CDL, however, orientation, like all other administrative and educational activities, takes place at a distance. The package contains a number of documents, accompanying the official forms, that provide a commentary on those forms and information enabling students to understand and feel some control over the learning activities about to begin. The material tries to deformalize and personalize in a non-threatening way administrative information which might otherwise intimidate the student and persuade him not to puruse his registration. As well as providing factual information on administrative matters - SUNY degree programme requirements, College fees, Satisfactory Progress policy, and others - the package includes advisory materials on study skills and on the kinds of problems the student is likely to meet. By working systematically through the package, the student can gain a fairly realistic picture of what studying with CDL entails.

During his career in the Center, the student is assigned to and academically counselled by an advisor*. The advisor relates to his students by telephone, trying to call them routinely at least two or three times each term, ensuring that they understand administrative procedures and requirements and have registered for and are maintaining satisfactory progress in courses that fit their degree programme. The advisor also plays an important role in reviewing degree-program planning materials and following Center procedures before students' portfolios are submitted to the Center review committee. In general, the advisor works with the same students throughout their college studies, ready to help with everyday routines or sudden crises.

Students are assigned to a tutor for each of the courses they take, who is either a full-time faculty member from the Center, or elsewhere in the College, or a part-time faculty recruited from other colleges in the Capital District (Albany, the State Capital, and surrounding areas), within which CDL is located at Saratoga Springs. Since the telephone plays such an important part in the teaching system, tutors are recruited locally so that they may have easy access to the tie-line (a cost-saving system) telephones in the Saratoga and Albany Centers of the College. In principle, there seems no reason why more distant tutors could not be hired, providing they had access to learning center telephones. In order to make the relationship with students more personal, a tutor profile is sent to them with other course materials that shows a picture of the tutor and a brief background statement. (An example is shown as Appendix F.)

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*This designation recognises the distinctive role of CDL full-time faculty members, different from their "mentor" counterparts in the rest of the College.

Tutors are paid according to the number of credits they are teaching: the source of some fees - a fragmented, full-time line - makes it sometimes difficult to reward tutors in an equitable way that reflects the number of students actually taught.

The tutor in a distance-learning institution like CDL plays a quite different role from his traditional counterpart. He has to come to terms with a course he has probably had no part in constructing (see, for example, Wood 1981), and has to reorganize his personal time. He has to develop skills of distance teaching, in the spoken or written mode, through reflection on practice, through the advice of area coordinators, and through CDL orientation, workshops and literature. The tutor's role might be described as mediating a course by exploring and evaluating students' responses to issues and problems posed by that particular content and organization of knowledge and skills, in the form of written assignments, and by telephone, to create an academic "dialogue". He has to be self-critical about telephone interaction in terms of its frequency and quality, but teaches primarily through the written mode by commenting on assignments in relation to what is there and what might have been there, in a constructive, supportive way, and evaluating them. He acts as an early warning system, signalling problems to students' advisors. Tutors are directly responsible to one of the area coordinators, who helps in their professional development through monitoring assignments and adjudging the quality of the academic exchange represented there. The tutor provides important feedback on qualitative and administrative aspects of the course. He also relates to the Tutor Coordinator, who administers the tutoring system, processes the progress reports and narrative evaluations the tutor is required to complete and translates student throughput into statistics.

The Center publishes an occasional newsletter to keep students in touch with items of interest. Other support services, like financial aid or information about alumni matters, are handled at the College level.

Evaluation

When a student successfully completes a course by submission of the required number of assignments at a satisfactory level and, in some courses, passes a home-based examination, his or her tutor writes an evaluative statement. The form on which this statement appears is similar to that used by college mentors to recognize completion of a learning contract. The form identifies the student and course, followed by a narrative evaluation of the student's achievement and a recommendation that the appropriate number of credits be granted, or withheld. Grades are not used in Empire State College evaluations. When completed, the form is countersigned by the Director. Copies of the original, which is sent to the College Registry as a transcript, are retained in Center and advisor's files. (A real, but anonymous, example is shown as Appendix G.) Evaluations, other transcripts and the degree programme finally constitute a portfolio, a set of evidence which the Center Academic Review Group considers before making its graduation recommendation to the Office of Program Review and Assessment at the end of the student's career.

Student Administration and Progress

Student admission procedures are directed by the Associate for Assessment and Program Administration in liaison with the College Admissions Office so that admissible students can be oriented, allocated to advisors, and receive all necessary information to begin studies at the appropriate time, in a smooth, regulated operation. A highly effective records system has been developed, with each student's file

containing sections on: enrolment and course registration forms; coursework information; transcripts, test, degree-programme planning information; and general correspondence and financial aid matters. Some records are now held on computer, facilitating access and processing.

Tuition costs for New York State residents are $543.50 for a full-time (16 credits per term) student, $289.25 for a half-time (8 credits per term) student, and $36.25 per credit for those taking fewer than eight. For out-of-state students, the comparable costs are $893.50, $476.25, and $59.75. Additional costs for course materials average $12 to $15 per credit. Financial aid is available for qualified students.

The CDL year is divided into three terms, beginning in May, September and January, to coincide with the College billing cycle, with a non-teaching month in August. Students may enrol for up to sixteen credits within each sixteen-week term, and must register two weeks or earlier before terms begin. Students are expected to complete courses on time but are granted up to four weeks extra to submit outstanding assignments for tutors to mark, though without further tutorial help, in order to complete course requirements.

Problems of completion, of pacing, and of student progress have been perennial ones in the context of a structured, fixed-term programme. While freeing students from the constraints of place, distance learning, as developed by the Center, observes a strong time-frame to which students are expected to conform. Completion rates have, nevertheless, improved considerably since the earlier days of the Center, when only about 55% of those who registered completed courses. By the final term of 1980 - 81, the completion rate reached 82% and in 1981 -82 is running at about 80%. These rates would of course be lower if the sixteen-week term completion period were rigidly applied. A good deal of discretion and

flexibility have had to be exercised in interpreting the time rules such that the interests of students are served.*

The closer students adhere to the time-frame, the more effectively can the Center and its programmes be administered, and the general interests of students be safeguarded. In addition, however, students have to conform to the College-wide Satisfactory Academic Progress policy. As applied to CDL, the policy means that full-time students must complete nine credits in a sixteen-week term, i.e. 75% of the twelve credits minimum registration that constitutes full-time student status. Part-time students must complete successfully any attempted credits within two successive terms. CDL advisors and tutors provide academic counselling to assist students with their course work and may advise full-time students to reduce their workload. Failure to comply with the policy may result in disenrolment, subject to appeal.

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*Though to refer to "time rules" in an undifferentiated way, or at least in a way that acknowledges the primacy of institutionally laid-down rules, glosses over some of the problems encountered in open, non-traditional programmes like those of CDL and of the British Open University. While one can easily identify difficulties arising from the greater demands on the part-time, adult student's time in contrast to the experience of conventional students, and the relative lack of pacing mechanisms for the former, the issue has a deeper dimension. Three kinds of time can be distinguished: the biological, mechanical (clocks and watches) and social, the last, one's sense of time and timing, deriving from one's place in and experience of the social structure (Horton 1967). Standard (American/bureaucratic) time is directed to the future: it is rational and impersonal. Among those who do not conform to such time-scheduling are likely to be represented those who were unable to take advantage of earlier educational opportunities and are now attempting non-traditional programmes. Some of their negative qualities - "slowness", "lateness", "non-response" and even "laziness", apparently individual faults, may be structural in origin and remediable by organizational rather than psychological change.

On the general question of the relationship between timing/ time-frames and student progress, it is difficult to draw hard conclusions from CDL experience so that any significant addition might be made to the statement: "The extent to which the learner is tightly paced or free to study at his own pace varies considerably from one distance teaching institution to another. There is very little evidence on the effects of different approaches on student progress and achievement." (Rumble 1982: 18). Impressionistic evidence gained from meeting colleagues administering the Open Learning Fire Service Program in other parts of the country indicates that over-flexibility generates dropout, perhaps because motivation cannot be sustained. CDL faculty tend to support this view on the basis of their own experience.

In an attempt to alleviate some of the constraints caused by fixed terms, the Center has initiated a few "Open Learning" courses that will allow students the opportunity to enrol at the beginning of any month from September to May. In all other respects, the courses are identical with those available on a regular termly basis and must still be completed within normal time periods.

Organization and Decision-Making

Empire State College, as one of the 72 units of the State University of New York system operates within certain frame-works. The State Governor, with the advice and consent of the Legislature, appoints a Board of Trustees of the State University. Trustees appoint a University Chancellor, and both appoint a President or designated head for each of the 72 units of the University.

The President is the principal academic and administrative officer of the College. He is assisted in his work by the Provost, who is also the Vice-President for Academic Affairs.

A Vice-President for Administration oversees budgetary, financial, personnel and other operations as well as the Distribution Center, highly important in CDL operations. Reporting to the Vice-President are three Assistant Vice-Presidents for Academic Development, Academic Operations, and Academic Evaluation. Other central offices carry out functions necessary to college operations. Administrative groups work within the college to support and develop policy and practice: an Administrative Cabinet of Vice-Presidents, an Administrative Council of Cabinet members and deans, periodically expanded to include associate deans and others.

Learning activities take place in Regional Centers. Eight Centers are located around the State, each headed by a Dean, the chief administrator, and an Associate Dean, responsible principally for the quality of academic work as evidenced in learning contracts and degree programmes. Students relate to their academic studies through mentors; each Center other than CDL also has an Assessment Counsellor, concerned with evaluation of prior learning that contributes to advanced-standing status.

The Center for Distance Learning forms a distinctive option within the Center for Statewide Programs; its faculty and staff are directly responsible to the Dean of that Center. However, on a day-to-day, operational basis, the Center functions autonomously, led by its Director. CDL faculty meet twice monthly, as a separate entity, to review progress and make operational and developmental decisions. Faculty make a full, representative contribution to the broader academic and governance structure of the College.

"Governance' may be defined as the art of reconciling the legal, pyramidal structure of administrative authority with the tradition of collegiality in higher education." (Office of the President 1979: 73). Governance is exercised through a number of college committees: Academic Personnel; Academic Policy and Learning Programs; Student Affairs; Professional

Personnel; Policy-Planning and Budgetary; and Senate. These are decision-making bodies, though decisions require the approval of the President.

Cost Structure

Although Empire State College students in general have been shown to be more cost-effective per FTE (full-time equivalent student status), according to State budget figures (Office of Administration, ESC 1980: 5), than those in other SUNY colleges of arts and science, no specific data on CDL student costs are available. When an evaluation of the Center was carried out in 1981, the economies of scale that one would expect from distance-learning operations did not then seem to be in evidence. However, start-up and developmental costs are likely to be high in the first years of a new programme. With the increasing student enrolment and the rotation of courses, research would probably show that economies of scale had now assumed greater salience in the cost structure though, in the absence of hard data, this must remain an untested hypothesis. It is, in any event, difficult to evaluate the cost structure of distance learning. "There are differences of opinion over what should be the cost criteria in comparing conventional and distance teaching systems: few exhaustive cost studies of distance-teaching universities are available from which to draw evidence." (Dodd 1981: 12. See also a discussion of this problem in Rumble 1981.)

Conclusions

"While most undergraduate programs are busily studying how best to manage decline gracefully, the Center for Distance Learning in its third year is proving itself an attractive alternative route to a baccalaureate degree for an increasing number of students." (Granger 1982: 1). The primary mission of Empire State College at its inception was to expand access

to higher education for adult students. The College took a non-traditional direction and developed a particular style of faculty-student relationship centring on an individualized mode of learning. The underlying principle, nevertheless, was independent study. By developing its own form of independent study, the Center for Distance Learning has made its own distinctive contribution to widening access to the College. The Center has demonstrated its increasing attractiveness to students as its curricular offerings have expanded, its administrative procedures been streamlined and become more effective, and its full-time and part-time faculty developed their understanding and operation of distance learning. CDL has established itself as an important unit of the College, which has recognized the Center's growth and service by allocating additional faculty and resources to its programme. Even though the Center is relatively new, it has already been recognized as a part of the international, distance-learning community and frequently entertains visiting academics and administration seeking to learn about the programme.

Among the problems that continue to exercise staff at the Center is that of devoting adequate time and energy to developmental thinking as against immediate operational concerns. In order to evaluate its future rationally, and to promote the professional development of its staff, the College began in 1981 to establish a systematic pattern of strategic planning so that Centers around the College could stand aside from immediate pragmatic issues and devote some time to examining their basic assumptions and future plans concerning goals, policies, strategies and programmes. In various ways, Centers explored their particular mission directions, their strengths, weaknesses and opportunities and then, in that context, began to look to the future and plan, in general and specific ways, how they hoped to fulfil their mission. CDL took a full part in these processes and identified a set of objectives that would realize a general aim of establishing a leading position in distance learning -

curriculum development, identification of new student constituencies, production of high-quality materials, refinement of degree-programme planning, research on distance learning, and others. As well as their more specific concerns, faculty intend to make greater use of the increasing and more accessible knowledge of adult learning patterns and to learn more about the application of computer-assisted learning in higher education. The Center would also be well-placed to assume a continuing-education role, in contrast to its undergraduate programme, by taking seriously the development of "non-degree" courses, an undertaking that figured in curricular planning from the Center's earliest days.

By keeping its policies and programmes under continuing review, and remaining sensitive to developments in distance learning, the Center plans to meet its goals and contribute fully to the College mission of providing non-traditional, top-quality higher education, in the independent mode, to adult students in New York State and beyond.

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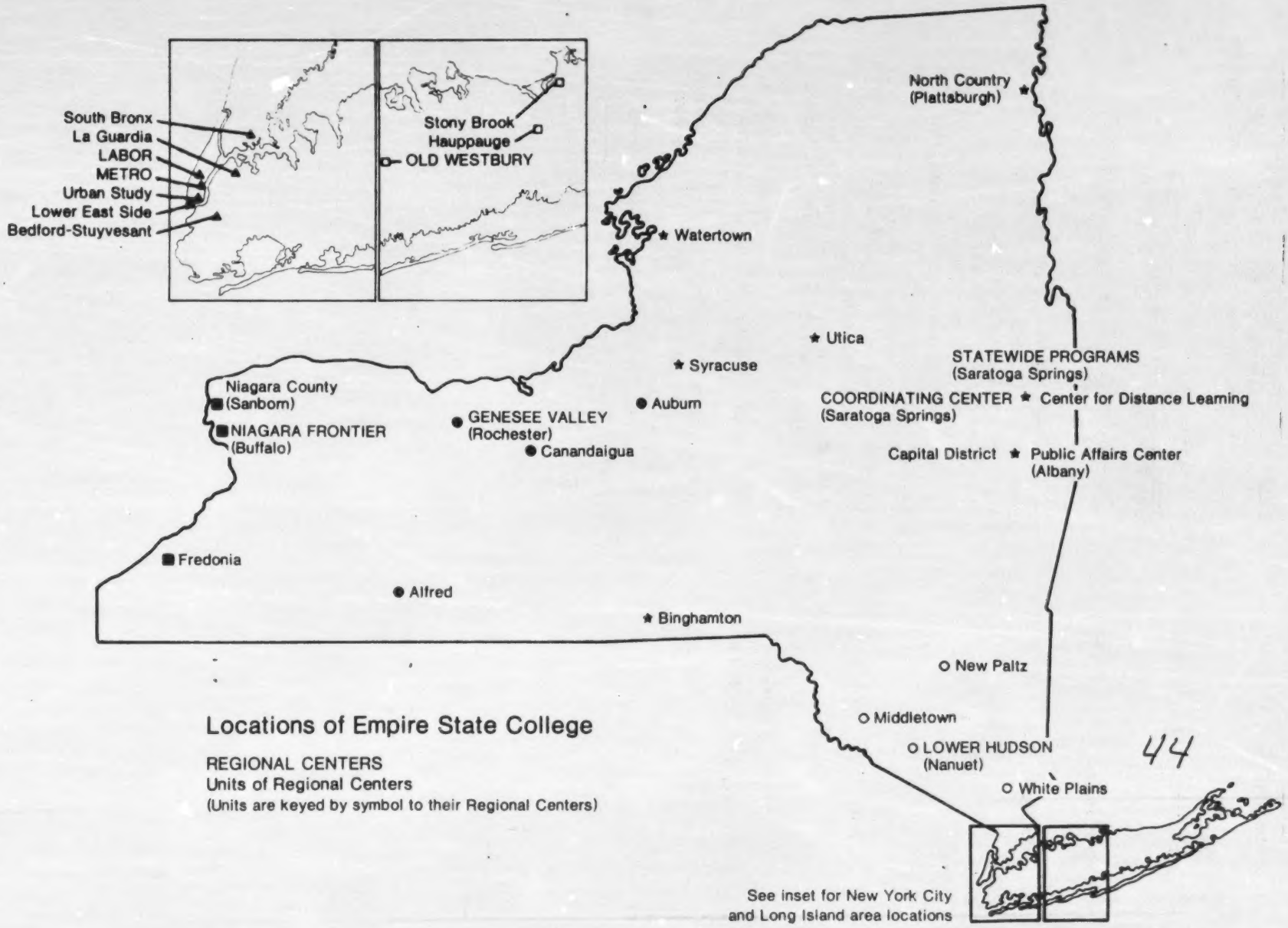

Locations of Empire State College

REGIONAL CENTERS
Units of Regional Centers
(Units are keyed by symbol to their Regional Centers)

CDL Headcount & FTE Enrollments by Term

April 1980 - September 1982

	May 1980	Sept 1980	Jan 1981	May 1981	Sept 1981	Jan 1982	May 1982
A: Headcount							
CDL students	26	77	85	81	119	157	125
ESC Cross-registered students[a]	(129)	(191)	(127)	(85)	(182)	(225)	(98)
B: FTE (Full-time equivalent student status)							
CDL Students	28.4	77.2	81.6	76.5	112.7	150.7	(109.1)
ESC Cross-registered students[a]	(114.4)	(148.0)	(106.8)	(47.0)	(86.7)	(108.0)	(67.5)
C: FTE Targets							
CDL Students	96.0	96.0	96.0	49.0	62.8	68.8	120.8
ESC Cross-registered students[b]	(-)	(-)	(-)	(-)	(-)	(-)	(-)
ESC Total							3894.2[c]

Source: Office of Institutional Research, ESC, 9/17/82

a ESC regular (non-CDL) students who also use CDL courses in contractwork are included in the enrollment figures of the center/unit where enrolled. They are shown here in () but not added into CDL totals.

b To date, no FTE targets have been established for ESC cross-registered students using CDL courses in contract work.

c This figure reflects the average FTE targeted for the first four enrollment periods of Financial Year 82 - 83.

EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK

TRANSCRIPT

STUDENT John F. Doe ID No. 064 - 64 - 8356

Address 1250 25th Street Glens Falls, New York 12801

Date Entered Sept. 24, 1981 Date Studies Completed _____

DEGREE Bachelor of Science Date Awarded _____

REGISTERED AREA OF STUDY Business / Management / Economics

CONCENTRATION Fire Service Administration

_____ _____

Academic Records Officer **Date**

NOTE: The attached information has been forwarded to you at the request of the student with the understanding that it will not be released to other parties. The Family Educational Rights and Privacy Act of 1974 prohibits release of this information without the student's written consent. Please return this material to us if you are unable to comply with this condition of release.

Accreditation
Empire State College is accredited by the Middle States Association of Colleges and Secondary Schools and its degrees are registered by the State Education Department of New York.

Contents of Transcript
1. Degree Program (with Concentration and General Learning areas listed separately).
   a. Advanced Standing credit from other accredited institutions.
   b. Advanced Standing credit by evaluation of college-level learning from other sources.
   c. Credit awarded for successful completion of ESC learning contracts (listed by contract).
2. Contract Evaluation of each contract.

Explanation of Terms
1. *Credit:* Effective May 1, 1978, the basic unit of measurement is the credit, which is equivalent to the standard semester hour. 128 credits are required for the Baccalaureate degrees and 64 credits for the Associate degrees.
   Prior to May 1, 1978, the unit of credit was the credit month. One credit month was the equivalent of four semester hours.
   From January 2, 1974, through April 30, 1978, 32 credit months were required for the Baccalaureate degrees, 16 for the Associate degrees.
   Prior to January 2, 1974, the requirement was 36 or 18 credit months.
2. *Status:* FT — a full-time student whose study requires approximately 40 clock hours per week of engagement in educational studies as outlined and approved by the faculty.
   HT — a half-time student whose study requires approximately 20 hours per week.
   QT — a student enrolled in a 12-week course or seminar (equivalent to 3 semester hours) at the Center for Labor Studies.

AP-5—08092
Rev. 4/82—F-024

DEGREE PROGRAM

STUDENT John F. Doe I.D. No. 064 - 64 - 8356 Registered Area of Study Business/Management/Economics

Degree Bachelor of Science Concentration Fire Service Administration

SOURCE	CONCENTRATION	GENERAL LEARNING	CREDIT TOTALS
A. TRANSCRIPTS			
Hudson Valley Community College 9/74 - 12/75	*Economics		3
	*Math/Structures I & II		6
	Pre-Calculus		4
		*Psychology	3
		*Perspective on Modern Society	3
		*American Literature	3
		*Spanish Lang & Culture I,II,III	9
		*Eng. Composition II	3
	*Intro. Chemistry I	*Intro. Chemistry I	4
		*Europe/19th century	3
			41
SUNY/Albany 1/76 - 12/78 9/80 - 5/81	*Intro. Chemistry II		3
	Chem Lab I & II		2
	*Gen. Physics I & II		6
	Physics Lab I & II		2
	Org. Chem I		3
	Org. Chem Lab I & II		2
		*Roman Archaeology	3
		+*Invert. Zoology	4
		*Genetics	3
		+Plant Morph.	3
		*Contemp. American Novel	3
		+Biochem. Lab	1
		*Intro to Music	3
		+Cell Biology	3
		+Neurophysiology	3
		+Neurophysiology Lab	1
		+Parasitic Diseases	3
		+Aquatic Ecology	3
			51
		Total Transcript Credit	92
		Total Advanced Standing	92
B. EMPIRE STATE COLLEGE			
	+Disaster & Fire Defense Pl.		4
	+Adv. Fire Administration		4
	+Fire Prev. Org. & Mgt.		4
	+Fire Protection Structure & Systems Design		4
	+*Fire Related Human Behaviour		4
	+Political & Legal Aspects of Fire Prevention		4
	+Personnel Mgt. for Fire Service		4
	+Analytic Approaches to Public Fire Protection		4
		+*Degree Program Planning	4
		Total ESC Credits	36
		Degree Program Total	128

Concentration:

+Upper level: 57

*Liberal studies: 70

In signing the Degree Program Application the Mentor indicates that consultation has occurred but is not necessarily approving the Degree Program.

Date of Application for Degree Program Approval _____

Student Signature _____

Mentor Signature _____

Center/Unit _____

Approval

- **Office of Regional Center Dean**

_____ _____
Signature of Regional Center Dean Date

- **Center Review Committee**

_____ _____
Signature of Committee Chairperson Date

- **Office of Program Review & Assessment**

_____ _____
Signature of Academic Vice President or designee Date

AREA	FALL 1982 (2D) 9/82 - 1/83	SPRING 1983 (3D) 1/83 - 5/83	SUMMER 1983 (1E) 5/83 - 9/83	FALL 1983 (2E) 9/83 - 1/84	SPRING 1983 (3E) 1/84 - 5/84
BUSINESS/ MANAGEMENT/ ECONOMICS	Accounting I L4 Accounting II L4 Micro-Econ. L4 Macro-Econ. L4 --- Money & Banking U4 International Business U4	Mgt. Principles L4 Math L4 Macro-Econ. L4 --- Corporate Finance U4 Organizational Behavior U4	Mktg. Principles L4 Statistics L4 Micro-Econ. L4 --- Business Ethics U4 Business Policy U4	Business Law I L4 Accounting I L4 Math L4 --- Labor/Management Relations U4 Marketing Management U4	Business Law II L4 Accounting II L4 Statistics L4 --- International Business U4 Money and Banking U4
FIRE SERVICE ADMINISTRATION	Personnel Mgt. for Fire Service U4 Analytic Approaches to Pub. Fire Protect. U4	Fire-Related Human Behavior U4 Disaster & Fire Defense Planning U4	Fire Protection Structure/Systems Design U4 Political & Legal Foundations of Fire Prevention U4	Fire Prevention Organization and Management U4 Advanced Fire Administration U4	Personnel Mgt. for Fire Service U4 Analytic Approaches to Public Fire Protect. U4
COMMUNITY & HUMAN SERVICES	Human Service Intervention and Public Policy L8 --- Human Services Management & Evaluation U8	Understanding Cultural & Group Differences L8 --- Counseling Theory U4 Counseling Theory & Practicum U8	Introduction to Human Services: Concepts & Delivery Systems L8 --- Normality and Treatment U8	Human Development L8 --- Issues in Human Services U8	Human Service Intervention and Public Policy L8 --- Human Services Management & Evaluation U8
INTER-DISCIPLINARY	People and Organizations (NUC) U8 --- Age of Humanism U8	Social Policy and Social Change L8 --- Perspectives in Sociology (NUC) U8	Conflict and Stability (NUC) U8 --- Social Psychology U8	Understanding the 20th Century U8 --- RISK I (NUC) U8	Systems Organization (NUC) U8 --- RISK II (NUC) U8
GENERAL LEARNINGS	Exploring Language (NUC) U6 --- Ancient Greece (NUC) U8	Intro to American Literature L8 --- Societies in Transition L8	Intro to Philosophy (NUC) L3 --- Nature & Meaning of Work U8	Intro to the Humanities L8 --- The Enlightenment U8	American Government L8 --- Perspectives in Psychology (NUC) U8
DEGREE PROGRAM PLANNING	OFFERED EACH TERM: 4 CREDITS				
TELEVISION	Contact CDL for Information				

L = Lower Level U = Upper Level

Course Description Booklet

A booklet is sent to registered students and applicants giving a brief description of each course so that, in conjunction with Center advisory services, an informed choice of course(s) can be made from the sixteen or so presently on offer each term. Two examples of these are reproduced below. These course descriptions will eventually be incorporated into a Center catalogue. When students have opted for a particular course, they are sent a long course description that includes a costed materials listing and an account of how the student will be evaluated.

Fire Service Administration Courses

Fire Related Human Behavior (upper level) 4 credits

An analysis of the dynamics of human behavior in fire incidents related to fire prevention practices, programs, codes and ordinances, concepts of role, personal invulnerability, risk and group dynamics as related to design aspects of buildings, and the mitigation of the effects of fire in modern society.
PREREQUISITE: ability to study at the upper level and advanced standing based upon students' fire training and experience.
Approximate cost of course materials: $64.00.

Interdisciplinary Studies Courses

Age of Humanism (upper level) 8 credits

Following an introduction to the historical period and its significance, the course includes such topics as: economic and social developments in Western Europe during the 14th, 15th and 16th centuries, such as the transition from feudalism to capitalism, the medieval inheritance and the revival of classical learning, the "new" politics of Machiavelli, and the "new science" of Copernicus and his followers. Adapted from British Open University materials.
PREREQUISITE: previous historical studies at the college level, or extensive reading in, and familiarity with, history.
Approximate cost of course materials: $75.00.

I have been a professor of psychology in several small liberal arts colleges in the East for about 10 years. I have worked extensively with women and women's issues both in research and counseling. My degrees were concerned with clinical child psychology and human behavior - the effects of stress and abnormal behavior. I am also a visual artist, lover of the outdoors, and small craft sailing enthusiast.

I have extensive experience in counseling a variety of groups; delinquent girls, college students, displaced homemakers, married couples, career women, artists and the like. My approach to counseling is an eclectic one. I have concluded that different people have different needs from a counselor. The counselor will need many psychological tools at her disposal. Flexibility and creativity in counseling are the most important "tools". In the course I will be facilitating, we will be looking at one particular approach to counseling which will give you a sound basis from which to incorporate whatever other tools you will need along your way.

EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK

COURSE EVALUATION

NAME Doe (Last) Mary (First) J (Middle)

Social Security No. 116 - 22 - 9537

Matriculated ☒ Special ☐

Tutor's Name Walter Straffen

Term 1D

From May / 9 / 82

To Sept / 25 / 82

Credit Earned 4

I. Course Number & Title — Level/Credit

Business Law I — LOWER 4

II. Evaluation

This student has completed the study of the College - Introductory level course of Business Law I. The student's course study emphasized the introduction to general legal concepts which govern the activities of individuals and businesses engaging in various business and commercial transactions. Also emphasized was the recognition of factual situations which presented legal problems meriting further investigation to determine rights and liabilities. The course study included reading an overview of the judicial system, tort and criminal law and reading of materials on the law governing contracts, sales, commerical paper, bailments and agency.

Evaluation of this student is based upon several phone conversations, short essay answers to some of the questions appearing in the assigned text and selected by the student, an essay-outline of the general legal principles governing the law of warranties and several short essay answers to questions drafted by the tutor and covering the topics aforedescribed.

All written assignments were completed by Miss Doe. This work performed was college level and should be rated excellent. Miss Doe completed the assigned materials quite quickly and demonstrated that she understood the legal concepts presented and could easily apply the same to factual situations.

I recommend that this student receive the college credit assigned for completion of this course.

Tutor _____ Date _____

Associate Dean or Designee _____ Date _____

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